

Missouri Department of Elementary and Secondary Education

Missouri MAP Scores (posted 09/04/02)

MATHEMATICS															
	4th Grade					8th Grade					10th Grade				
Achievement Level	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
Advanced	5.3%	6.4%	8.0%	8.2%	7.7%	1.1%	0.6%	1.2%	1.4%	1.2%	0.2%	0.5%	0.4%	1.0%	0.8%
Proficient	26.6%	28.9%	28.7%	29.4%	29.9%	11.5%	9.7%	12.8%	13.4%	12.5%	6.8%	9.2%	9.9%	11.8%	9.9%
Nearing Proficient	43.0%	42.6%	41.0%	41.9%	41.3%	27.8%	29.1%	28.8%	30.9%	31.7%	28.0%	28.4%	29.6%	30.5%	30.3%
Progressing	21.5%	18.9%	19.3%	17.8%	18.4%	35.4%	38.1%	34.1%	33.5%	34.4%	35.3%	34.4%	33.7%	33.9%	34.2%
Step 1	3.6%	3.2%	3.0%	2.6%	2.7%	24.3%	22.4%	23.0%	20.9%	20.2%	29.7%	27.5%	26.3%	22.9%	24.9%
Median NP*	56	59	61	62	62	56	59	59	60	60	66	68	70	70	70
LND**	3.7%	1.7%	1.6%	1.1%	0.9%	6.5%	3.6%	2.9%	1.9%	1.6%	9.7%	6.1%	4.6%	3.0%	2.6%
Number of Students	65,336	68,404	69,554	70,753	71,263	62,952	67,220	67,527	67,167	67,871	54,744	59,439	59,979	62,891	63,755
SCIENCE															
	3rd Grade					7th Grade					10th Grade				
Achievement Level	1998*	1999	2000	2001	2002	1998*	1999	2000	2001	2002	1998*	1999	2000	2001	2002
Advanced	5.7%	3.7%	9.9%	10.5%	9.0%	1.1%	1.9%	2.5%	2.0%	2.0%	1.0%	0.5%	1.1%	2.4%	0.7%
Proficient	33.1%	31.0%	35.0%	35.2%	38.7%	9.6%	12.6%	12.8%	11.6%	12.2%	4.7%	4.0%	4.7%	6.3%	4.5%
Nearing Proficient	40.1%	43.8%	36.6%	36.7%	36.8%	24.5%	25.6%	25.4%	25.7%	26.5%	36.5%	42.5%	38.0%	40.2%	39.0%
Progressing	14.9%	16.0%	13.4%	13.0%	11.7%	41.2%	38.9%	39.5%	41.4%	41.4%	37.2%	37.2%	37.7%	35.7%	36.5%
Step 1	6.3%	5.5%	5.2%	4.7%	3.8%	23.5%	21.0%	19.9%	19.3%	17.8%	20.7%	15.8%	18.5%	15.4%	19.4%
Median NP*	64	67	70	70	73	55	59	59	60	60	64	64	66	66	65
LND**	3.2%	2.0%	1.8%	1.3%	1.2%	6.2%	3.6%	2.6%	2.1%	1.7%	9.6%	6.5%	4.8%	3.2%	3.1%
Number of Students	50,378	69,194	69,928	70,708	68,014	48,754	67,555	67,121	68,205	69,684	39,656	59,024	59,958	62,770	63,445
COMMUNICATION ARTS															
	3rd Grade					7th Grade					11th Grade				
Achievement Level	1998*	1999	2000	2001	2002	1998*	1999	2000	2001	2002	1998*	1999	2000	2001	2002
Advanced	0.8%	1.2%	1.6%	1.0%	1.8%	3.3%	2.4%	3.1%	2.0%	2.0%	1.4%	1.2%	1.0%	0.3%	0.7%
Proficient	27.8%	27.6%	30.1%	30.6%	33.6%	27.0%	28.0%	29.2%	32.2%	30.0%	19.2%	22.1%	21.8%	22.3%	23.0%
Nearing Proficient	37.9%	39.2%	38.2%	39.8%	38.4%	26.9%	30.5%	29.9%	31.2%	32.5%	36.1%	37.9%	38.4%	43.6%	41.7%
Progressing	22.3%	22.4%	21.3%	21.1%	20.0%	21.2%	22.1%	21.9%	20.8%	22.2%	19.6%	18.5%	19.6%	18.7%	17.5%
Step 1	11.2%	9.6%	8.8%	7.5%	6.3%	21.6%	16.9%	15.9%	13.7%	13.3%	23.6%	20.2%	19.2%	15.1%	17.1%
Median NP*	56	58	59	61	62	54	58	59	59	59	59	62	61	63	63
LND**	3.9%	2.2%	2.2%	1.6%	1.3%	6.8%	3.7%	3.0%	2.5%	1.8%	13.2%	8.5%	5.9%	4.1%	3.7%
Number of Students	51,113	69,103	69,638	70,544	68,013	49,291	67,547	66,713	67,971	69,552	34,645	50,498	53,396	54,559	56,984
SOCIAL STUDIES															
	4th Grade					8th Grade					11th Grade				
Achievement Level	1998	1999*	2000	2001	2002	1998	1999*	2000	2001	2002	1998	1999*	2000	2001	2002
Advanced	NA	5.4%	14.2%	14.8%	13.9%	NA	8.7%	14.0%	12.3%	11.7%	NA	4.0%	6.3%	7.4%	5.7%
Proficient	NA	20.6%	23.5%	27.0%	26.2%	NA	27.7%	28.3%	29.5%	30.3%	NA	10.0%	10.4%	13.0%	10.2%
Nearing Proficient	NA	36.4%	30.1%	31.4%	31.1%	NA	28.9%	26.3%	28.3%	28.2%	NA	40.3%	38.6%	39.6%	40.7%
Progressing	NA	27.2%	23.0%	20.0%	20.5%	NA	15.9%	13.6%	14.1%	13.5%	NA	20.4%	20.2%	19.4%	20.4%
Step 1	NA	10.4%	9.2%	6.8%	8.3%	NA	18.8%	17.7%	15.8%	16.4%	NA	25.3%	24.5%	20.5%	23.0%
Median NP*	NA	62	66	67	67	NA	62	64	64	64	NA	59	61	61	61
LND**	NA	1.9%	1.7%	1.2%	1.1%	NA	3.7%	3.0%	1.9%	1.8%	NA	6.9%	4.6%	3.0%	2.7%
Number of Students	NA	52,902	69,441	70,715	71,144	NA	51,732	67,364	67,187	67,772	NA	38,475	54,105	55,125	57,417

HEALTH PHYSICAL EDUCATION										
	5th Grade					9th Grade				
Achievement Level	1998	1999	2000*	2001	2002	1998	1999	2000*	2001	2002
Advanced	NA	NA	7.0%	9.6%	15.0%	NA	NA	1.4%	7.0%	2.3%
Proficient	NA	NA	31.8%	33.5%	39.5%	NA	NA	19.7%	31.6%	21.5%
Nearing Proficient	NA	NA	38.5%	38.6%	31.5%	NA	NA	42.7%	36.4%	41.2%
Progressing	NA	NA	19.0%	15.8%	12.0%	NA	NA	21.9%	14.8%	21.6%
Step 1	NA	NA	3.7%	2.4%	2.0%	NA	NA	14.4%	10.2%	13.4%
LND**	NA	NA	1.8%	1.4%	0.8%	NA	NA	3.5%	2.4%	2.0%
Number of Students	NA	NA	40,328	70,220	71,123	NA	NA	38,848	69,270	68,731

LND** (Level Not Determined) = The number of students who were Accountable but did not receive a MAP Score. A student will be considered LND if the student was exempt, caught cheating, or did not have a valid attempt on the test.

Median NP* = Median TerraNova National Percentile

*Voluntary Year of Administration

READING SCORES										
	3rd Grade					7th Grade				
Reading Level	1998*	1999	2000	2001	2002	1998*	1999	2000	2001	2002
Satisfactory & Above	65.0%	67.9%	67.6%	71.7%	76.8%	59.1%	57.5%	59.0%	64.4%	65.8%
Proficient	28.4%	28.2%	33.5%	28.7%	39.2%	31.2%	29.5%	33.9%	32.7%	34.5%
Satisfactory	36.7%	39.7%	34.1%	43.0%	37.6%	27.9%	28.0%	25.1%	31.8%	31.3%
Unsatisfactory	35.0%	32.1%	32.4%	28.3%	23.2%	40.9%	42.5%	41.0%	35.6%	34.2%
Number of Students	51,113	69,103	69,638	70,544	68,013	49,291	67,547	66,713	67,971	69,552

Descriptors for Grade 03 Reading

Proficient -- Students scoring at the "proficient" level are able to go beyond the typical grade-level expectations for reading. They not only demonstrate mastery of basic reading skills, they are able to apply what they comprehend in complex and sophisticated ways. In particular, these students comprehend the elements of fiction and nonfiction -- identify main ideas, details, and synonyms and antonyms -- compare and contrast -- make and explain predictions and inferences -- identify implied cause and effect -- and identify and clearly define problems. These students may summarize and interpret the elements of fiction/nonfiction -- make complex inferences -- and interpret figurative language.

Satisfactory -- Students scoring at the "satisfactory" level are performing in the range that is typically associated with grade-level expectations. These students use basic reading skills to comprehend grade-appropriate text. In particular, these students identify the elements of fiction and nonfiction, relevant textual details, and obvious cause and effect -- draw conclusions -- organize information in a provided form -- use text to initiate research -- and read and comprehend a variety of texts.

Unsatisfactory -- Students scoring at the "unsatisfactory" level lack the basic reading skills needed to meet typical grade-level expectations. Although some students in this group may be near the "satisfactory" level and may be progressing in their reading skills, they are still performing at a low enough level to generate concern. In particular, these students locate general information in fiction and nonfiction -- follow brief directions -- identify simple similarities, basic story elements, and obvious problems -- make basic comparisons -- begin to organize information in a provided form -- and begin to use text to initiate research.

Descriptors for Grade 07 Reading

Proficient -- Students scoring at the "proficient" level are able to go beyond the typical grade-level expectations for reading. They not only demonstrate mastery of basic reading skills, they are able to apply what they comprehend in complex and sophisticated ways. In particular, these students comprehend fiction and nonfiction -- sequence details and events -- identify implied cause-effect -- infer and predict -- explain theme and mood -- interpret figurative language -- evaluate problem-solving strategies and solutions -- and develop ideas to initiate research. These students may analyze fiction and nonfiction, literary elements, techniques, theme, mood, authors purpose or perspective, and characters motivation -- apply information to new situations -- explain reliability of sources -- and identify and evaluate alternative

Satisfactory -- Students scoring at the "satisfactory" level are performing in the range that is typically associated with grade-level expectations. These students use basic reading skills to comprehend grade-appropriate text. In particular, these students comprehend simple fiction and nonfiction; use context clues -- support conclusions with details -- compare and contrast -- understand literary elements -- recognize simple figurative language -- explain cause-effect relationships -- recognize problem-solving processes -- and evaluate solutions.

Unsatisfactory -- Students scoring at the "unsatisfactory" level lack the basic reading skills needed to meet typical grade-level expectations. Although some students in this group may be near the "satisfactory" level and may be progressing in their reading skills, they are still performing at a low enough level to generate concern. In particular, these students identify context clues, literal problems and main idea in fiction and nonfiction text -- may recognize obvious similarities, simple cause-effect relationships, literary elements and authors purpose -- and use text to initiate research.

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